

# Insight

THE STUDENT NEWSPAPER

OF NIAGARA COLLEGE

OF APPLIED ARTS AND TECHNOLOGY

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## THE COVER

Reading INSIGHT will give a person a glimpse of what is going on at Niagara College of Applied Arts and Technology. By no means will he know all of what is happening or what is about to happen. You could say then, it is like peeping through a key hole. Within the key hole is the silhouette of a beautiful woman with an double exposure of a sunrise through trees. Insight, is something beautiful and like a new dawning. Somehow, we see the light within our crowded and obstructed minds. Insight too, is something somewhat unpredictable and difficult to explain, like a women's intuition. Insight is rather difficult to picture. Perhaps, this illustration can help you to picture in you mind what Insight really is.

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# EDITORIAL PAGE

## S.A.C. CRITICISM

### "His Majesty Harry Popluk"

Well, fellow Niagara students, what's your S.A.C.? Student Administrative Council that is... Yes, that is the same way I feel.

Take a look around you and see what your S.A.C. has most cordially provided for you. There is, for instance, the glorious Niagara Knights Football team (not to mention the glamorous football field), extensive operations of pest extermination in the cafeteria, and a juke box for student convenience and entertainment in the lounge.

In all fairness, I must add that the Student Administrative Council of Niagara College has made this Community College one of the more recognized institutions in Southern Ontario, but the college is virtually unknown to its own students!

The last S.A.C. - sponsored dance was a tremendous success -- something like this should happen every week. But, as of October 16, 1969, the school year was 45 days...one and a half months old, and we have had two dances. Even some high schools manage a better average.

Mr. Fox, Vice-President of Athletics has done a good job, in his own way, and deserves credit. Mr. Goodman, Vice-President of External Affairs has also done a credulous job. But our internal relations leave much to be desired.

How many of you have seen the minutes of the S.A.C. meetings published and distributed to the student body? I was not even informed of a S.A.C. meeting until I was forced to eat my pickle and bologna sandwich (which was what I thought of the S.A.C. at that time) in the lobby of the cafeteria, between two

washroom doors, with a huge, well-equipped cafeteria closed,

at His Majesty Harry Popluk's command, in order to secure a better turnout at his glorious meeting, somewhere in the school, the room number and building unknown to the students.

Maybe Mr. Popluk would be happy to discuss the affairs of your government with you, but he has made no statement of his intentions, either positive or negative. He does an excellent job of attending meetings with other colleges, other schools, other organizations, other institutions, and everyone else in the world except his own student body, to whom he is responsible.

I agree that there is a great deal of work and responsibility involved in being President of the S.A.C. You have done an excellent external relations job so far, Harry, but your internal relations imperatively need some "livening-up". If you wish to dance around the countryside, then maybe you should be on stage. I think there is one leaving in a half an hour. Some more S.A.C. - sponsored "Sing-Your-Thing's" would help promote school spirit. So would an increase of about 350% in the number of college dances. A number of extracurricular activities (Mass-rallies, etc.) would also give a boost to Niagara's spirit. So would watching the Niagara Knights Football team perform on the official Niagara football field. As of now, the most strenuous and sweat-stirring on-campus athletic event is ping-pong in the lounge.

Thank you.  
-G.H.-

## WHERE'S THE JUSTICE

Well, it looks like this year will be a damn bore. Being a second year student I expected more fun, and as the College it is one year more mature and a bigger institution.

Where is our S.A.C. president and who the hell is he? Even though he was the one I voted for after he made a promising speech of a better council, I felt it was my duty to vote for the person who would contribute

most to his school. I have asked myself maybe its a bit early to make a judgement of our S.A.C., but this is mid-October.

Feeling confident my presence will not last later than December I expect to get the most out of it.

Hey fellas lets get on the ball and organize. I may not have as much time left as you people. Unjustified.

## "Welland County General Hospital Supports Testimonial Dinner in Honour of Fidel Castro"

Could you imagine this in the headlines of the St. Catharines Standard or the Welland Evening Tribune? Who ever heard of an institution which is supposed to be unbiased and non-partisan holding a political assembly for a left-wing leader? In the name of the institution yet? Niagara College of Applied Arts and Technology did just this on Saturday, October 4, 1969. The Board of Directors was host to M. J. Coldwell, the leader of the Canadian C.C.F. (now N.D.P.) Party up until 1958.

With no offences meant to Mr. Coldwell, why could the faculty Administration, and the Board of Directors, who all seem to be a bit "pink", have held this convention without the name of the college?

Mr. Coldwell was a good man, and headed a mission to India after his retirement in 1958.

I have no grievances against those involved, except in using the name of the college in their own political beliefs. It is good that those involved have some political standings, but they should not be generalized under the name of Niagara College of Applied Arts and Technology. If the name that they are riding on is of such importance, why was a testimonial dinner not held for Ellis Morningstar MPP (PC Welland), who was instrumental in having this college built?

Thank you Board of Directors of Niagara College of Applied Arts and Technology for being such an unabashed group of men as head of an institution. Your actions are not necessarily the beliefs of the people which you are "superior" over.

In the Oct. 15 edition of the Welland Tribune, Dr. Brown, in a letter to the Editor, defended his position in regards to this dilemma.

### DAILY SMILE

#### THIS IS THE OPINION OF INSIGHT

Unlike some of the other articles on this pedition, Smile things could get worse! Not much mind you, after reading the articles in this edition.

Lets get more and better material

## REGARDING OPTIONS

Rumor has it that discontent exists among second and third year students in Niagara College over the question of options. At present, options take up as much class hours per week as the prescribed course classes. The value in grade points for these options is in most cases equal to the prescribed subject in each course.

What this means to most of us is that our options can pull us through our year or fail us. What seems to be the center of dispute is the question. If options are to give us a better all round education then why should something of added interest or tilt-bits of extra knowledge to widen scope be a major factor in our progress in school. This is a school of Applied Arts, not a school of Liberal Arts Program. We would have not been enrolled in Business or Technology and therefore option should reflect the view of extra scope in knowledge but should not take up a major part of study or class time and should be weighed accordingly.

I have discovered that the same situation occurred among second year students last year and nothing was done to remedy the situation. Is there really no hope or will the college administration actually listen to our cries?

NICK SIENA, #BA21



"WE ARE DEMANDING WHAT OTHER SCHOOLS  
OF FISH ARE ALREADY GETTING...  
A GREATER VOICE IN CHOOSING COURSES !

## I'M COLD

During the soccer game between Lambton and Niagara's goalie, Sieghart (Ziggy) Stoll broke his leg.

The fact that accidents are a risk of the game is true. However, the controversy that surrounds this incident should be a part of no game, either big league or sandlot.

When Stoll was injured, three members of the team were asked to carry him to the sideline. According to our school nurse, if there is any danger of a broken bone the limb should be splinted before the patient is moved or he be carried by stretcher with special care in moving the limb. Coach MacLean stated that he was aware of the stretcher, but felt that it would take too long to bring.

After the game, the Niagara team returned to the care of their goalie. MacLean ordered the boy's shoe removed despite a suggestion from one of his players that, by doing so, might aggravate the injury. MacLean, however, after talking to the injured boy, decided that the shoe should come off.

In a reply to this, Coach MacLean stated, "I asked Ziggy where the body of injury was. He pointed to the bone just below the knee. Having ascertained the location of injury, I felt that it was either a badly bruised bone or a compound fracture. I then felt the bottom of Ziggy's foot (ankle area) to see if any swelling was evident. I then placed my fingers on the lateral and medial sides of his ankle area and could feel no swelling. I then asked a player to take out the laces of the shoe and gently remove the boot."

When Coach MacLean was asked whether or not a medical kit was on hand at the player's bench he stated that there was nothing at all. When asked why there was nothing available, MacLean stated that the medical equipment he now has is of no value at all. Therefore, he did not bring it with him to the game.

He states that medical equipment has been on order for four weeks. Action should be taken to see to it that these supplies are received at once and are a "must" for each sports activity.

A member of any team at Niagara devotes his efforts to his school and to himself.

These players receive so little appreciation from the school and the student body, that it is wrong to have them play under less-than-adequate conditions.

In this incident, MacLean states, "To me, every precaution was taken not to aggravate his injury and to minimize the pain to him. I immediately

summoned Dan Fox and Gary Ville to take my car and escort Ziggy to the hospital."

According to four members of the soccer team, they report that they heard their coach say, that he wanted three boys to look after Stoll, as he was going into the school because "I'm COLD."

When asked about this, MacLean flatly denied it. He said, "That is wrong. I did not say this."

## FACULTY and ADMINISTRATION

Niagara has entered its third year of existence dragging its feet. From the top to the bottom there is a lack of unity and pride. The administration must take the initiative and present a policy with respect to Niagara's role in the community. At present the college drifts in a vacuum not having the right or desire to assure the important role it must play in the development of our society. The administration must become aware of this floating and promote Niagara as is should be, "a leader in our society." The faculty in the college are preoccupied with their union affairs to the extent that they tend not to promote the colleges. The faculty members should let their views be known. Let their thoughts be aired. At the present time no article has been submitted from a faculty member to the insight. There has not been a phone call informing the paper of undesirable occurrences. The faculty must therefore feel the college atmosphere at Niagara is complete and perfect.

Our Beloved Student Administrative Council seems to believe in a booze dance every month. This is a record surpassed by many high schools. They ignore the important social activities which are going on around us. Issues which should be important to every Canadian are left floating. Protests regarding the nuclear test in the Aleutian and the Viet Nam War are ignored, while our fellow institution seven miles to the north reaps prestige, glory and recognition.

Finally, all boils down to we students. We cry when the recreation facilities are not present, when we are over loaded with work, and when a newspaper is instituted how many original complaints actually are aired. How many of these complaints really legitimate when they are not presented for publication. The students of Niagara lack a pride, and a sense of unity. Niagara should be a powerful moving force in the society of the Niagara Peninsula, and instead, we are ignored. Either Niagara is perfect in the minds of all, except the newspaper staff or the people at Niagara have little or no pride.

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## MARKETING DEPARTMENT G-R-O-O-V-E-S

WOW-- I could hardly believe my eyes, and ears. As I entered the initial building last Wednesday, the sounds of the Creedence Clearwater Revival intoxicated my puny little mind and summoned me to the general area of Room 24--the Marketing Laboratory. (of all places). Upon my arrival there, I was flung into the midst of fellow students, who were also captivated by this lurid music. A careful examination of the glass-enclosed display case revealed not one, but two dancing maidens, displaying their buttocks and bosoms to their male audience. No wonder Niagara has the horniest students (outside of Notre Dame University in Indiana), in careful

examination of this exhilarating phenomenon, my mind drew the obvious conclusion, "What the hell is that Marketing Department up to?"

I glanced to my rear, and my thoughts were immediately answered. There, with cash box and receipt book in hand, was a young girl in the process of selling Niagara College Sleepwear, Niagara College T-Shirts, Niagara College Jackets, Niagara College Beer Mugs, Niagara College Ashtrays, (the aforementioned beer mugs have the infamous Niagara College crest inverted), Niagara College Jogging Outfits, and Hines 69 (!!!) T-Shirts. WHAT A PROMOTIONAL, GIMMICK! I knew that there had to be

a catch somewhere. I summoned all my will-power and stamina in order to resist the hypnotizing effect of the conglomeration of the dancing maidens, the heavy music and the overseeing Marketing teacher, and not buy the dazzling merchandise. Besides, I only had 40¢ and that was for lunch.

We at Insight hand it to you, Marketing Department, for once again, providing the famous Mc Manus Theory of Relativity, being that if you give people what they want and like, they will fall at your feet. Keep up the good work.

A combination of this sort of thing, and the "Sing your Thing" series (?), Niagara College Lunch hours should prove to be very enjoyable.

### KARATE CLUB

Yell, scream, kick and punch your way into the Karate Club. The Karate Club will be open to all students with an interest in the Eastern Art. The club meets every Tuesday night after school in the Gym and for further information be at the Gym Tuesday night.

### Push-A-Cart

Last week a Niagara student approached the S.A.C. with a request for \$10 to purchase a bat tub. The tub was to have wheels put on it and to be pushed by Niagara students to raise funds for the United Appeal.

The student had already received a pledge from CJRN radio to the tune of \$120, and had been promised free radio time to advertise the campaign, and to request pledges from the community. Since the student was so enthusiastic and the worth-while nature of the activity, I decided to give him a hand.

The cart was made, posters were made up, notices were put up, and some 100-125 pledge blanks were distributed to the faculty and staff. Several students had expressed interest in taking part in the activity. All systems were go!

As it turned out, the community came through for good old Niagara. Twenty some pledges were phoned in, the day before the activity. On the other hand, though, only five pledges were received from the faculty and staff. In the final analysis though, it was all for the best. I was the only student to show up. Three cheers for Niagara!

BOB AAROE

### My Experience With Insight

As a freshman in the Journalism course, my first project was to involve myself with our newspaper, "Insight". For the past two months, this association with our periodical has been a rewarding experience beyond my wildest expectations.

It all began when I responded to the paper's call for contributors. I went to the initial meeting and chose to work in advertising.

My work has taken me to the length and breadth of the Niagara Peninsula. I found, that my mission had a two-fold purpose, first and foremost, I was a salesman

and second, I was a good-will ambassador.

In my many visits to area merchants, I would inevitably be asked about our college, its people, and its future. Mainly, the business community eagerly looks to our scholastic community for new ideas and trends in merchandising.

We at Niagara can be proud that we have been so well received by the general public.

Keep up the good work fellow students. Let's see more people become involved. John Buckner

### ATTENTION:

Skiing Buffs

My first visit to the local ski shop in St. Catharines, namely Art Shriner's on Geneva St., revitalized these weary old bones in anticipation of another glorious winter filled with snow covered mountains, crackling fireplaces, and renewed acquaintances. The thrill of skiing on fresh powder, the tinkling of glasses, the cheerful laughter of skiing buffs; all these things passed through my mind as had a fleeting glimpse into the past. The big question remains however, as to what this year has in store for us skiing addicts.

The fashion scene is the grooviest offered and it should be a good happening.

Shriner, always a Head dealer, has a new ski to offer us this year; a combination of fiberglass and metal-- The Killy Ski. It comes in two models; the standard and competition ranging from \$165 to \$215 respectively. If it has Jean-Claude's approval, it must be good!

Clayton Dawdy

### JOIN THE ARCHERY CLUB!

Meeting at the Gym:

Mondays

11:45 - 2:30

and

Wednesdays

12:00 - 2:30

*When you pray:*

"ASK FOR THE GIFT OF THE HOLY SPIRIT"

"ASK FOR THE ENDING OF EVILS"

AND ALL AFFLICTIONS"

John J.G. McGibbon

87 Stanley Ave.  
Niagara Falls, Ont.  
354-3355

## WHERE IS YOUR MIND

### "STEW" THE BOSS

Many years ago when man was created, the different parts of the body argued as to which one of them was boss.

The hands thought they should be as they did all the work for man.

The feet thought they should be boss as they transported man to his labour.

The stomach thought it should be boss as it digested food for nourishment.

The heart thought it should be boss as it pumped blood to the stomach and other organs.

Now the brain thought it should be boss as it sent out impulses to

all the other organs telling them how and when to function.

After listening to all this the asshole said, "I'll show 'em who's boss," and with that closed up tight. Without the asshole functioning, the stomach started to ache; the hands stopped working; the feet stopped walking; the heart could barely pump any more; and the brain was at a loss because all others would not accept its impulses.

The moral of the story is "You don't have to be a brain to be boss, --just an asshole!!!

## INSIGHT NEWSPAPER GRIEVANCE BOARD

### COLD, COLD, COLD

I was attending our physical education programme one day and became extremely heated. At the end of the vigorous folly I decided to clean the obnoxious odor from my body. As I entered a supposedly warm shower I found to my dismay that it was as cold as splinters ass. I pleaded with you people to aid me in my quest against pungent odors in giving me warmth in bathing, for warmth is a sweat smell.

Signed Ickhole

SAVE US FROM MECHANICAL THIEVES

### Letters to Joe College

Dear Joe College:

A good friend of ours is getting married to a girl who we have all had an affair with at one time or another, more specifically, at one time. We cannot decide whether or not to tell him of his fiance's previous habits, or let him proceed with his plans and find out for himself. Please advise us.

Signed,  
The Gang

Dear Gang:

Everyone deserves a chance. Maybe marriage will reform her. If it doesn't, then I would like a

chance. Any info can be submitted to me, c/o the Insight Office.

Signed Scury

HUNGER

The food in that cafeteria is like horse dung. I wouldn't feed it to them starving Balafras. Why me! Help create equality in eating with pigs is their motto.

Signed Ripped

Dear Joe College:

Two days ago, a Niagara student approached me in the hallway and asked me if I would like a joint. I whacked him in the head and called him a gross B---. Today, I learned that a joint is a term also applicable to a marijuana cigarette. I am anxious to try a joint. What should I do?

Signed,  
Turned-off-twice

Dear Twice:

If you are anxious to try a joint or two, please stop in the Insight Office, in the Fieldhouse Building, any Wednesday about noon. We will fix you up good. But, if you will try to try a marijuana joint, then contact your original dealer.

Dear Joe College:

Remember me? I'm the conditional student who wrote you that issue. I still seem to be missing period after period. Please give me good advice this time.

Signed,  
Betty Won't

Dear Betty Did:

Your problem will swell up to a peak, and then drop. My advice is to lay a phone call on the campus abortionist. His motto is:

"No fetus can beat us".

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# END OF The school system as a

By IVAN ILLICH

©The New York Review of Books

**D**r. Illich is one of the founders of the Centre for Intercultural Documentation in Cuernavaca, Mexico, where he now works. He was formerly vice president of the University of Ponce in Puerto Rico and also served as one of the five members of the board of trustees of the Puerto Rican Government's educational system. For five years he was a parish priest in a Puerto Rican and Irish neighborhood on the West Side of Manhattan.

*Following is the text of his commencement address at the University of Puerto Rico during the last academic year.*

**T**HIS IS a time of crisis in the institution or the school, a crisis which may mark the end of the "age of schooling" in the Western world. I speak of the "age of schooling" in the sense in which we are accustomed to speak of the "feudal age" or of the "Christian era." The "age of schooling" began about 200 years ago. Gradually the idea grew that schooling was a necessary means of becoming a useful member of society. It is the task of this generation to bury that myth.

Your own situation is paradoxical. At the end and as a result of your studies, you are enabled to see that the education your children deserve, and will demand, requires a revolution in the school system of which you are a product.

The graduation rite that we solemnly celebrate today confirms the prerogatives which Puerto Rican society, by means of a costly system of subsidized public schools, confers upon the sons and daughters of its most privileged citizens. You are a part of the most privileged 10 per cent of your generation, part of that minuscule group which has completed university studies. Public investment in each of you is 15 times the educational investment in the average member of the poorest 10 per cent of the population, who drops out of school before completing Grade 5.

The certificate you receive today attests to the legitimacy of your competence. It is not available to the self-educated, to those who have acquired competence by means not officially recognized in Puerto Rico. The programs of the University of Puerto Rico are all duly accredited by the "Middle States Association of Colleges and Secondary Schools."

## Scholastic rite

The degree which the university today confers upon you implies that over the last 16 years or more your elders have obliged you to submit yourselves, voluntarily or involuntarily, to the discipline of this complex scholastic rite. You have in fact been daily attendants, five days a week, nine months a year, within the sacred precincts of the school and have continued such attendance year after year, usually without interruption. Governmental and industrial employees and the professional associations have good reasons to believe that you will not subvert the order to which you have faithfully submitted in the course of completing your "rites of initiation."

Much of your youth has been spent within the custody of the school. It is expected that you will now go forth to work, to guarantee to future generations the privileges conferred upon you.

Puerto Rico is the only society in the Western hemisphere to devote 30 per cent of its governmental budget to education. It is one of six places in the

world which devote between 6 and 7 per cent of national income to education. The schools of Puerto Rico cost more and provide more employment than any other public sector. In no other social activity is so large a proportion of the total population of Puerto Rico involved.

A huge number of people are observing this occasion on television. Its solemnity will, on the one hand, confirm their sense of educational inferiority and, on the other, raise their hopes, largely doomed to disappointment, of one day themselves receiving a university degree.

## New religion

Puerto Rico has been schooled I don't say educated but, rather, schooled. Puerto Ricans can no longer conceive of life without reference to the school. The desire for education has actually given way to the compulsion of schooling. Puerto Rico has adopted a new religion. Its doctrine is that education is a product of the school, a product which can be defined by numbers. There are the numbers which indicate how many years a student has spent under the tutelage of teachers, and others which represent the proportion of his correct answers in an examination. Upon the receipt of a diploma the educational product acquires a market value. School attendance in itself thus guarantees inclusion in the membership of disciplined consumers of the technocracy—just as in past times church attendance guaranteed membership in the community of saints. From Governor to *jibaro*, Puerto Rico now accepts the ideology of its teachers as it once accepted the theology of its priests. The school is now identified with education as the church once was with religion.

Today's agencies of accreditation are reminiscent of the royal patronage formerly accorded the church. Federal support of education now parallels yesterday's royal donations to the church. The power of the diploma has grown so rapidly in Puerto Rico that the poor blame their misery on precisely the lack of that which assures to you, today's graduates, participation in society's privileges and powers.

Research shows that twice as many high school graduates in Puerto Rico as in the United States want to pursue university studies; while the probability of graduating from college for the Puerto Rican high school graduate is much lower than it would be in the United States. This widening discrepancy between aspirations and resources can result only in a deepening frustration among the inhabitants of the island.

## Conflict increased

The later a Puerto Rican child drops out of school the more keenly does he feel his failure. Contrary to popular opinion, increasing emphasis on schooling has actually increased class conflict in Puerto Rico, and has also increased the sense of inferiority which Puerto Ricans suffer in relation to the United States.

Upon your generation falls the obligation of developing for Puerto Rico an educational process radically different from that of the present and independent of the example of other societies. It is yours to question whether Puerto Rico really wants to transform itself irrevocably into a passive product of the teaching profession. It is yours to decide whether you will subject your children to a school that seeks respectability in North American accreditation, its justification in the qualification of the labor force, and its function in permitting the children of the middle class to keep up with the Joneses of Westchester County, New York.

The real sacred cow in Puerto Rico is the school. Proponents of Commonwealth, Statehood, and Independence all take it for granted. Actually, none of these political alternatives can liberate a Puerto Rico which continues to put its primary faith in schooling. Thus, if this generation wants the true liberation of Puerto Rico, it will have to invent educational alternatives which put an end to the "age of schooling." This will be a difficult task. Schooling has developed a formidable folklore. The be-gowned academic professors whom we have witnessed today evokes the ancient procession of clerics and little angels on the day of Corpus Christi. The Church, holy, catholic, apostolic, is rivaled by the school, accredited, compulsory, untouchable, universal. Alma Mater has replaced Mother Church. The power of the school to rescue the denizen of the slum is as the power of the Church to save the Moslem Moor from hell, (*Gehenna* meant both slum and hell in Hebrew). The difference between Church and school is mainly that the rites of the school have now become much more rigorous and onerous than were the rites of the Church in the worst days of the Spanish Inquisition.

## Baptism into school

The school has become the established Church of secular times. The modern school had its origins in the impulse toward universal schooling, which began two centuries ago as an attempt to incorporate everyone into the industrial state. In the industrial metropolis the school was the integrating institution. In the colonies the school inculcated the dominant classes with the values of the imperial power and confirmed in the masses their sense of inferiority to this schooled elite. Neither the nation nor the industry of the precybernetic era can be imagined without universal baptism into the school. The dropout of this era corresponds to the lapsed Marano of Eleventh-Century Spain.

We have, I hope, outlined the era of the industrial state. We shall not live long, in any case, if we do not replace the anachronism of national sovereignty, industrial autocracy, and cultural narcissism—which are combined into a stew of leftovers by the schools. Only within their sacred precincts could such old potage be served to young Puerto Ricans.

I hope that your grandchildren will live in an island where the majority give as little importance to attending class as is now given to attending the mass. We are still far from this day and I hope that you will take the responsibility for bringing it to pass without fear of being damned as heretics, subversives, or ungrateful creatures. It may comfort you to know that those who undertake the same responsibility in socialist lands will be similarly denounced.

Many controversies divide our Puerto Rican society. Natural resources are threatened by industrialization, the cultural heritage is adulterated by commercialization, dignity is subverted by publicity, imagination by the violence which characterizes the mass media. Each of these is a theme for extensive public debate. There are those who want less industry, less English, and less Coca Cola, and those who want more. All agree that Puerto Rico needs many more schools.

This is not to say that education is not discussed in Puerto Rico. Quite the contrary. It would be difficult to find a society whose political and industrial leaders are as concerned with education. They all want more education, directed toward the sector which they represent. These controversies merely serve, however, to strengthen public opinion in the scholastic ideology which reduces education to a combina-



ILLICH: is the school as a direction as the church?

tion of classrooms, curricula, funds, examinations, and grades.

I expect that by the end of this century, what we now call school will be a historical relic, developed in the time of the railroad and the private automobile and discarded along with them. I feel sure that it will soon be evident that the school is as marginal to education as the witch doctor is to public health.

## Whitening agent

A divorce of education from schooling is, in my opinion, already on the way, speeded by three forces: the third world, the ghettos, and the universities. Among the nations of the third world, schooling discriminates against the majority and disqualifies the self-educated. Many members of the black ghettos see the schools as a whitening agent. Protesting university students tell us that school bores them and stands between them and reality. These are caricatures, no doubt, but the mythology of schooling makes it difficult to perceive the underlying realities.

The criticism today's students are making of their teachers is as fundamental as that which their grandfathers made of the clergy. The divorce of education from schooling has its model in the de-mythologizing of the church. We fight now, in the name of education, against a teaching profession which unwillingly constitutes an economic interest, as in times past the reformers fought against a clergy

# FAN ERA a hindrance to education



its vitality upon the sensitivity of its bishops to the appeals of the faithful, who see the rigidity of the ritual as an obstacle to their faith. The churches, incapable of dialogue between their ruling clerics and their dissidents, have become museum pieces, and this could easily happen with the school system of today. It is easier for the university to attribute dissidence to ephemeral causes than to attribute this dissidence to a profound alienation of the students from the school. It is also easier for student leaders to operate with political slogans than to launch basic attacks upon sacred cows. The university which accepts the challenge of its dissident students and helps them to formulate in a rational and coherent manner the anxiety they feel because they are rejecting schooling, exposes itself to the danger of being ridiculed for its supposed credulity. The student leader who tries to promote in his companions the consciousness of a profound aversion to their school (not to education itself) finds that he creates a level of anxiety which few of his followers care to face.

## Rejection of symbol

The university has to learn to distinguish between sterile criticism of scholastic authority and a call for the conversion of the school to the educational purposes for which it was founded, between destructive fury and the demand for radically new forms of education—scarcely conceivable by minds formed in the scholastic tradition; between, on the one hand, cynicism which seeks new benefits for the already privileged and, on the other, Socratic sarcasm, which questions the educational efficacy of accepted forms of instruction in which the institution is investing its major resources. It is necessary, in other words, to distinguish between the alienated mob and profound protest based on rejection of the school as a symbol of the status quo.

In no other place in Latin America has investment in education, demand for education, and information about education, increased so rapidly as in Puerto Rico. There is no place, therefore, in which members of your generation could begin the search for a new style of public education so readily as in Puerto Rico. It is up to you to get us back, recognizing that the generations which preceded you were misled in their efforts to achieve social equality by means of universal compulsory schooling.

In Puerto Rico three of every ten students drop out of school before finishing Grade 6. This means that only one of every two children, from families with less than the median income, completes the elementary school. Thus half of all Puerto Rican parents are under a sad illusion if they believe that their children have more than an outside chance of entering the University.

## Access a lie

Public funds for education go directly to the schools, without students having any control of them. The political justification for this practice is that it gives everyone equal access to the classroom. However, the high cost of this type of education, dictated by educators trained largely outside Puerto Rico, makes a public lie of the concept of equal access. Public schools may benefit all of the teachers but benefit mainly the few students who reach the upper levels of the system. It is precisely our insistence on direct financing of the "free school" that causes

this concentration of scarce resources on benefits for the children of the few.

I believe that every Puerto Rican has the right to receive an equal part of the educational budget. This is something very different and much more concrete than the mere promise of a place in the school. I believe, for example, that a young 13-year-old who has had only four years of schooling has much more right to the remaining educational resources than students of the same age who have had eight years of schooling. And the more disadvantaged a citizen is, the more he needs a guarantee of his right.

If in Puerto Rico it were decided to honor this right, then the free school would immediately have to be abandoned. The annual quota of each person of school age would obviously not support a year of schooling at present costs. The insufficiency would, of course, be even more dramatic if the total educational budget for all levels were divided among the population from 6 to 25 years of age, the period between kindergarten and graduate studies, to which all Puerto Ricans supposedly have free access.

## Three choices

These facts leave us three options: leave the system as it is, at the cost of justice and conscience; use the available funds exclusively to assure free schooling to children whose parents earn less than the median income; or use the available public resources to offer to all the education that an equal share of these resources could assure to each. The better-off could, of course, supplement this amount and might continue to offer their children the doubtful privilege of participating in the process which you are completing today. The poor would certainly use their share to acquire an education more efficiently and at lower cost.

The same choices apply, a fortiori, to other parts of Latin America where frequently not more than \$20 a year in public funds would be available for each child if the 20 per cent of tax receipts now destined for education were distributed equally to all children who should be in school under existing laws. This amount could never pay for a year of conventional schooling. It would however be enough to provide a good many children and adults with one month of intensive education year after year. It would also be enough to finance the distribution of educational games leading to skills with numbers, letters, and logical symbols, and to sponsor successive periods of intensive apprenticeship. In Northeast Brazil, Paulo Freire (who was forced to leave the country) showed us that with a single investment of this amount he was able to educate 25 per cent of an illiterate population to the point where they could do functional reading. But this, as he made clear, was only possible when his literacy program could focus on the key words that are politically controversial within a community.

My suggestions may mortify many. But it is from the great positivists and liberals that we inherited the principle of using public funds for the administration of schools directed by professional educators; just as, previously, tithes had been given to the Church to be administered by priests. It remains for you to fight the free public school in the name of true equality of educational opportunity. I admire the courage of those of you willing to enter this fight.

## Fusion of functions

Youth wants educational institutions that provide them with education. They neither want nor need to be mothered, to be certified, or to be indoctrinated. It is difficult, obviously, to get an education from a school that refuses to educate without requiring that its students submit simultaneously to custodial care, sterile competition, and indoctrination. It is difficult, obviously, to finance a teacher who is at the same time regarded as guardian, umpire, counselor, and curriculum manager. It is uneconomical to combine these functions in one institution. It is precisely the fusion of these four functions, frequently antithetical, which raises the cost of education acquired in school. This is also the source of our chronic shortage of educational resources. It is up to you to create institutions that offer education to all at a cost within the limits of public resources.

Only when Puerto Rico has psychologically outgrown the school will it be able to finance education for all, and only then will truly efficient, non-scholastic forms of education find acceptance. Meanwhile, these new forms of education will have to be designed as provisional means of compensating for the failure of the schools. In order to create new forms of education, we will have to demonstrate alternatives to the schools that offer preferable options to students, teachers, and taxpayers.

*There is no intrinsic reason why the education that schools are now failing to provide could not be acquired more successfully in the setting of the family, of work and communal activity, in new kinds of libraries and other centres that would provide the means of learning. But the institutional forms that education will take in tomorrow's society cannot be clearly visualized. Neither could any of the great reformers anticipate concretely the institutional styles that would result from their reforms. The fear that new institutions will be imperfect, in their turn, does not justify our servile acceptance of present ones.*

## Same purpose

This plea to imagine a Puerto Rico without schools must, for many of you, come as a surprise. It is precisely for surprise that true education prepares us. The purpose of public education should be no less fundamental than the purpose of the Church, although the purpose of the latter is more explicit. The basic purpose of public education should be to create a situation in which society obliges each individual to take stock of himself and his poverty. Education implies a growth of an independent sense of life and a relatedness which go hand in hand with increased access to, and use of, memories stored in the human community. The educational institution provides the focus for this process. This presupposes a place within the society in which each one of us is awakened by surprise; a place of encounter in which others surprise me with their liberty and make me aware of my own. The university itself, if it is to be worthy of its traditions, must be an institution whose purposes are identical with the exercise of liberty, whose autonomy is based on public confidence in the use of that liberty.

My friends, it is your task to surprise yourselves, and us, with the education you succeed in inventing for your children. Our hope of salvation lies in our being surprised by the Other. Let us learn always to receive further surprises. I decided long ago to hope for surprises until the final act of my life—that is to say, in death itself.

s an institution going the same?

which was, often unwillingly, a part of the ancient power elite. Participation in a "production system," of no matter what kind, has always threatened the prophetic function of the Church as it now threatens the educational function of the school.

## Loss of faith

Student protest has deeper causes than the pretexts enunciated by its leaders. These, although frequently political, are expressed as demands for various reforms of the system. They would never have gained mass support, however, if students had not lost faith and respect in the institution which nurtured them. Student strikes reflect a profound intuition widely shared among the younger generation: the intuition that schooling has vulgarized education, that the school has become anti-educational and anti-social, as in other epochs the Church has become anti-Christian or Israel idolatrous. This intuition can, I believe, be explicitly and briefly formulated

The protest of some students today is analogous to the dissidence of those charismatic leaders without whom the Church would never have been reformed; their prophecies led to martyrdom, their theological insights to their persecution as heretics, their anti-intellectualism often led to the state. The prophet is always accused of subversion, the theologian of irreverence, and the saint is written off as crazy.

The Church has always depended for

# CAMPUS COMMENTS

## S. D. S.

### GRASS SMOKERS WOULD RATHER FIGHT THAN SWITCH

In essence, this statement is likely untrue. Although the majority probably would not fight, it's a cliché they wouldn't switch either.

How much longer will it take before the "Establishment" will decide to recognize marijuana, or hashish for what they really are; harmless intoxicants. The majority of experts now classify the dangers of grass as on a par with those of alcohol. So far, there is no scientific evidence on whether long-term use can produce effects comparable to alcohol's cirrhosis or tobacco's cancer. Who knows, says the youthful smoker, "maybe there is a chance for it yet." To this the "establishment" would promptly reply that, "marijuana affects everyone who uses it identically, and inevitably leads to death from heroin addiction"...."A joint to-day means a junkie tomorrow."

What attracts people, and especially young people to drugs? It is my conviction that basically all they want is to feel good. Marijuana was not made to solve problems by; its just a temporary vacation from reality. University of Indiana Sociologist Alfred U. Lindemann, who has spent nearly 35 years studying drug use, contends, "If a kid goes to college these days and never develops an interest in grass, he's got a problem and you should worry."

It's an odd thing that although, the number of grass users have increased some ten fold in the last five or six years,

proportionately, the number of heroin users have remained constant. It must be understood that grass is not a narcotic. A Doctor Yolles who is director of the National Institute of Mental Health in the United States has estimated that 65% of all users quit after experimenting one to ten times; 25% become social users, while 10% become habitual users. However, those in the final 10% bracket are NOT physically addicted. They may, according to Time Magazine's recent issue be psychologically dependent. I think most users will agree that there is a certain amount of fact to that statement. How often are you able to walk up to a group of "heads" and find them talking about something other than dope? Not often I suspect, but then is it really all that serious a thing? If one doesn't really think so, for on a "mind vacation" one experiences many little things which are not only different but also quite fascinating. Likely, the only thing these people are trying to do is to relate their own personal experiences to others who would likely understand.

Has this stirred your curiosity at all? In some ways I hope not. Grass smoking, to some people can be a very deep and forboding topic to even think about, let alone discuss. Anyway you undoubtedly have your own personal convictions to this, and besides my aim is not to convert you, but only to put grass in its true, and proper perspective.

During the sixties, especially the latter half of the 60's one major trend apart from black racism, has finally appeared not as a mere uprising but a full scale universal war on what can be generally termed as "The Establishment". The word, which has now become a cliché, has and is still used as a rather vague term to describe all those "older people"; who run, control, and govern a state socially, economically and politically.

Of all the groups aborted during the sixties, the S.D.S. Students for Democratic Society have displayed the most ultra radical, hypocritical and beligerent ideas common to most of its members. To attempt to understand ideals and philosophies of the S.D.S. it must be determined from which groups its members are obtained. Three primary radical groups are involved:

1. true hippies and so called hippies who are mere followers or imitators of the hippy movement commonly known as "role players"

2. yippies - a sophisticated hippy group but a more extremist outlook

3. groups not common to those mentioned above (common dress, appearance) but disturbed uneducated agitators who feel the world owes them a living.

It is somewhat interesting to look at how these three primary groups interrelate and react with each other to form a clique. Firstly and most important of

all, these groups are either too far right or left of the norm. Secondly the first two groups as an independent group have failed on their own and have united, while the third group have risen because of the breakdown law and order. The common trait of all groups however is motivation by drugs as a means of relief from its oppressors which is a rather unstable trait. Thus the conglomeration of these groups and their philosophies in to one group forms the extremist, criminal and un-authoritative, S.D.S.

A product of the "Great American Society," the S.D.S. was confined during its early stages of development to university and college campus dealing mainly with campus unrest.

Since then much more interesting and broadening areas have come under their influence and attack. The S.D.S. is now professional. An S.D.S. meeting has all the fever of natism, and riots are carefully planned and executed. Public property has no value to its members a quality shown during the riots in Chicago during the Democratic Party convention and as recent as October 8, 1969 in that same city. The S.D.S. has even formed armies - one called the S.D.S. Women's Militia.

There is no doubt that the S.O.S. movement is not just a fad. The society has grown in size and has become such a plague that it has come under investigation in the States.

The cause of such a birth is

not uncommon as man's history will show. Facism grew in the thirties and died in the forties, beaknicks rose in the early fifties and died in the later years of the fifties.

The S.D.S. has risen out of years in which the American society has become rotten, lowless and where conformity and extreme non-conformity are to far apart to rejoin. Orwell somewhat described the S.O.S. Orwell's "pigs" (common S.O. S. expression for police) strive to obtain a better life for others and once obtaining confidence rule in a worse manner than before. It would be correct here than to say that the S.D.S. cannot correlate ideals with policies.

Our society is far from being on topia. Our materialism has put money in the position of a god and corruption has spread in some degree to all parts of established law and governments. There is no question that our society is in some cases a monstrous falsehood.

Our educational system has become an assembly line producing robots of ultra conservatism (under graduate leech) and has a rather "blocked" intelligence level. Man is by nature a rebel and his rebellion should take place in a natural form. Violence therefore must not be equated to dissent. Changes in right tend to be radical and go from one extreme to another. Edification must be a long process.

SKID ROW.

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THURS., FRI., SAT., SUN.

Pre-marital sex is a modern controversy. That is to say that, the actions of pre-marital sex are not new to the members of society, but the open discussions regarding pre-marital sex are a modern contribution to the understanding of that once tabooed word "sex."

These discussions were originally instigated by the youth generation in their search for knowledge and comprehension of their natural desires. To eliminate any confusion, the experts, that is, the medical professionals, offered their services to the masses.

Reports concerning the mysteries of sex, and interviews with some of the youth generation were published in many popular magazines, journals and periodicals. With current literature of this nature, and recently published books which concern themselves with the queries of sex, there is no justified reason for any person to be ignorant of this essence of life.

Since society has lost many of its Victorian inhibitions and "hush - hush" attitudes, pre-marital sex has become a foremost concern. Its validity and significance are discussed by youths and parents alike. The parents attempt to recall their own days of "wine and roses" and their immature attitudes towards sex. They compare these ideas which were reserved, yet satisfactory, to the modern concept of "free love." Opposing the "old hat" ideas are today's youths, who want to understand their desires and perhaps fulfill them. In the

minds of both the parent and the youth is the stigma of doubt, and the wondering question, "Is pre-marital sex justified?"

This constantly repeated question should not be unanswered by society as a whole, but by every member of society as a distinct individual. As one of these individuals, I take the stand that pre-marital sex is justified.

The term "pre-marital" suggests an age group of eighteen to twenty-five years to me, as most people get married during these years. In considering this age span, the term "pre-marital" appears to be ambiguous.

When an eighteen, nineteen or twenty-five old person endeavours to have sexual affairs, it is necessary to be concerned about the psychological and biological affects of sexual intercourse. There are varied levels of maturity and responsibility at these ages, which may not be easily recognized. Whereas the eighteen year old female may be physically capable of indulging in pre-marital sex, she may mentally go to either extreme - that is, to obsession or to deep fear. Accordingly, her twenty year old counterpart may have previously proven his physical

abilities, yet he could fail in proving his responsibility for non-conception. During this age span, a person is just beginning to become independent and gain security. The effect of sex could be strongly impressed but not necessarily for the good.

Comparatively, one should regard the age group which begins at twenty one. At this initial age, one would expect a person to have maturity and responsibility. Pre-marital sex for this age group is inevitable. The need for bodily affection can no longer be fulfilled by a warm embrace from father or the understanding hand-to-hand touch from mother. Deep emotional and physical involvement is a must for unmarrieds, if they expect to maintain normal attitudes about the life roles of the male and the female. This, I feel, is the significance of sex.

Unfortunately, many people fail to understand what their basic role in life requires. That is, having a good sexual relationship that can complement the spiritual relationship. In this sense, I can believe that pre-marital sex is definitely a contributor to this ideal relationship, and accordingly, is justified.

Wendy Coulter.

### Poetry In Motion

#### THE MOTHERS

Mothers are  
The gates  
Through which mankind  
Marches or dances  
Into the future,  
Or behind which  
it hides in fear.

#### FATHERHOOD

To be a father  
Is to be proud,  
To have pride  
In bearing the family  
Even though at times  
This pride becomes  
A burden  
Too heavy to bear.

#### BEING OLD

The pace becomes slower  
The heads bent lower  
This is growing old.

The hands less sure  
The voice grows dimmer  
The demands on life, less hold  
The dreams less wild  
And thoughts quiet and mild  
That too is growing old.

To feel less tall  
And even small  
To do as told  
That is being old.

BY L.R. GROL

# SPORTS

## "TALKING SPORTS"

The past two weeks have been relatively quiet at Niagara as far as the sports world is concerned.

The season for the hockey, basketball and volleyball teams have yet to start, leaving soccer as the lone major attraction.

But how can soccer be a major attraction if you, the students and faculty of Niagara, do not accord it the chance it deserves?

Up until this writing, Niagara has come up with only one win this season, a 3-1 verdict over Lambton College of Sarnia. True, along with this sole victory, the boys who PROUDLY wear the Double Blue of Niagara have suffered the pains of defeat on four occasions.

For their first five games of the year Niagara's record, both league and exhibition, stands at one win and four losses. In these five games, our school has been outscored by a mighty 31-15 margin.

Do you readers find this amusing? If so happens that you are compelled to laugh at, and mock Niagara's soccer team, pardon me while I set you straight.

I certainly did not allow this column to be printed merely to give you some amusing reading. Before you laugh out loud at Niagara's record, (as I have heard a few of you in the halls), make sure you know WHO you are laughing at.

The soccer team is part of Niagara. You students are part of Niagara. Sort of the in, does it not?

To the brave players of this team, every compliment should be given to them. I say "brave" because they have to keep playing after suffering defeats of 11-0 to St. Clair, 6-1 to Seneca, and 9-1 to Mohawk.

These players are dedicated to their sport. Let me point out that in their game against Mohawk, they played the whole ninety minutes short-handed.

This cannot be the fault of the boys who turned up for the game. When only ten players show up to a league game, surely the fault must lie in the hands of you able sportsmen who would rather sit back and laught at the team rather than show up and do your part to help. Allow me to reiterate the words of Bob Aaron when he said, "Niagara College may not be the best college in Canada, but it is THE best one YOU go to!"

Coach MacLean had a difficult decision to make last week. Continually faced with the problem of a small squad, he was forced to announce to his team that soccer would have to be dropped as a Varsity sport the next time Niagara has to play short-handed. The players themselves voted on this and were forced to agree with their coach.

For the sake of pride in my school--our school--I hope this does not come about. These boys have proved too much of their courage to be let down now.

This problem of participation does not lie solely with the soccer team. Coach Peter Rylander is faced with the problem of having only a maximum of twelve or thirteen players at his basketball practices. Therefore, he is forced to go with the boys who have showed their desire to tryout for the team. Coach Rylander is satisfied with the team but would have preferred more competition for the final squad.

It is a good thing for Niagara that the handful of boys who do give their time to the basketball team are talented enough to give Niagara a strong team this year.

This is not the end to the problem at Niagara. This may not be much to you (as shown by your attendance) but Niagara also has a Men's Varsity Volleyball team.

If you men out there are afraid to lose your masculinity by playing VOLLEYBALL, then I personally challenge you to show up for a few practices. Learn the art of ball-control, spiking, blocking and setting, and then tell me that it is as easy as you once thought.

Niagara has a good representative team in volleyball last season, finishing in second place behind an undefeated team from Mohawk College.

This year, Niagara may not even field a team. It took three full practices to finally draw six players. At the fourth practice, only five men appeared. FIVE players to a practice, when the coach expects to carry ten men!

The first Volleyball tournament is to be held at Cambrian College on November 15. I am sure that our trophy case could well afford more trophies this year. I am also sure that the men of the volleyball team are shooting for their fair share of them.

If you wish to be a part of a winning team, there may be time enough yet to get you in shape for the trip to the North.

On Saturday, November 15, the season opens for the basketball team and the hockey team. The basketball team will go up against Seneca College in our gymnasium at 2:00 p.m.

Most people do nothing very important on Saturday afternoons. Why not come out to Niagara and "Part of a game."

After this year you could carry on to the Welland Arena at 8:15 p.m. when our Knights face-off against Seneca. You boys will have to agree with me that it would be a highly entertaining, yet inexpensive evening. (That is, unless your girl eats an awful lot of popcorn.)

Turning some attention to the women of our school, it is noted that their first volleyball tournament is fast approaching. ON SATURDAY NOVEMBER 1, Niagara will have the pleasure of hosting this first tournament of the year.

This may be your opportunity to see these girls play this season and your support would be greatly appreciated.

FRED BEDARD  
SPORTS EDITOR

## SENECA 4, NIAGARA 0

Despite the poor weather, pitiful refereeing, and Seneca's excellent team, Niagara came up with a valiant effort in an exhibition soccer game on October 17.

After missing several great chances to score Niagara soon found itself on the short end of a two-nothing score.

Seneca scored their second goal on a penalty shot as the referee ignored irrate Niagara comments on the call.

The half ended with the score 2-0 and Niagara came out fighting

and almost scored early in the second half but bad bounces and good goalkeeping kept them off the scoreboard.

Seneca scored late in the half

when a high drifting shot fooled Ziggy who had been playing brilliantly in goal. Niagara continued to press but could not dent the Seneca armour and Seneca scored again with about two minutes left to play to earn a 4-0 victory although the score should have been closer in on the left wing late in the game and fired a blistering shot that the St. Clair goaltender barely managed to deflect just wide of the post.

The game ended with St. Clair struggling to maintain their 1 to 0 victory.

The best summary of the game was made by one of the St. Clair players as he limped off the field. "We came confident and left scared."

BOB SPENCER

# NIAGARA SOCCER

## NIAGARA 3, LAMBTON 1

The name of the game is spirit and the Niagara Knights displayed plenty of it as they defeated Lambton College 3-1 at Sarnia.

The attack was led by newly elected captain Larry Braine who scored two goals, Paul Gilmer added one and Terry Cox hit the crossbar twice. Braine and Gilmer were constantly harassing the Lambton defense. Gilmer's goal signified the entire game. He stole the ball from the defense and fired the ball past the surprised goalie.

The defense was led by Ziggy Stoll and Vito Falliveno. Falliveno kept the ball out of the Niagara end of the field with a few booming kicks. It is hard to imagine how such a little guy can get so much power into those kicks. Ziggy Stoll played an excellent game. He squelched numerous scoring chances and had a shut-

out until the final two minutes when the ball snuck by him.

It was the first time in the history of Niagara College that a soccer team has even won a game. The team seemed to be inspired after the tour of Lambton College. The one campus they visited was likened to an outdoor privy and was dark and dingy. Their gym was the size of one our our portables. The

players realized that Niagara is not so bad and as a result their spirit and confidence were built up.

The team as a whole played an inspired game. They constantly beat Lambton to the ball and were never in trouble. Now that the Knights have had the sweet taste of victory they will no longer be the league's doormats.

TONY FITZGERALD



Niagara's winning goal! Larry Braine, second from left, kicks ball over the shoulder of Lambton goalie, (NOTF ARROW), making the score 2-1 for Niagara.

## CALLING ALL GIRLS

Another year another season! Let's start it off on the right foot. What we need is active participation. We have everything else, excellent coaches, equipment and gymnasium. The equipment and programs are available for your use, and all that is required is your student card. That's a real bargain!

The athletic program has been set up with the students interests in mind. If there are any suggestions for activities you would like to see put on the program, feel free to say so. On Wednesdays of each week, during the two spare lunch periods intermural activities have been arranged. Come out, bring your shorts (& tops?) and "tennies" and take advantage of this time.

Athletics always plays a major role in any college life. Why not make it a part of yours. You get to meet many new people, maybe even that guy you'd like to get to know, or even less, a few extra pounds you've always dreamed of.

The varsity teams have already begun their volleyball practices under the coaching of Mrs. Linda Fletcher. The first tournament will be held at Niagara on Nov. 1. Then we are on the road until the final games in Sault Ste. Marie. Then comes basketball which is also a travelling schedule.

Last year in the varsity league the girls had an excellent showing. They captured the All Ontario Basketball championship besides having an undefeated season. They did not finish quite as well in volleyball standings, but you win and you lose. I know for a fact that all the participants played their best, to bring recognition to Niagara College -- and to the girls section of the school.

I know from experience "that a team that plays together, wins together". That was the outcome of last season, and I know this season will produce the same results. There's another point I'd like to try and get across to you. Part of your tuition fee is allocated to the athletic program, I hope that might shock you into coming out and getting your monies worth!

So come on out, give it a try, you have nothing to lose and "We Need You" for a successful College athletic program. We won't settle for anything else.

Lois Lamb

<b>BULLETIN</b> <b>LAMBTON I</b> <b>NIAGARA I</b> <b>Full story next issue</b>
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Paul Gilmer, determination on his face, rushes in on Lambton goalie. Paul broke in alone but this shot was blocked. He later connected for one of Niagara's goals in a 3-1 win. (Photos by Fred Bedard)

## ST. CLAIR EDGES NIAGARA 1-0

Niagara College, tired of being trampled upon, performed some trampling of their own against the St. Clair soccer team on Saturday, October 18.

However, this still did not allow them to win as St. Clair edged the boys in blue 1-0.

St. Clair had defeated Niagara 11-0 in the opening game of the season and came to Welland looking for another easy victory. This win, however, did not come easy for them as they had to fight throughout the game.

Niagara had the advantage of the wind for the first half and easily dominated play, leaving St. Clair hard pressed to hold the opposition down.

Early in the game the St. Clair right halfback was carried off the field with a broken ankle after attempting to make a flying tackle

on Niagara's Terry Cox.

Marcel Maurice, playing his first game at centreforward for Niagara, narrowly missed scoring about halfway through the first half when his long high shot drifted inches over the top of the St. Clair goal.

The half ended with no score despite Niagara's wide territorial advantage. In the second half, with the wind at their backs, St. Clair began to dominate the play and scored after about 15 minutes when Stoll jugged a low shot from the side of the net and Tommy Hurst jumped on the rebound and fired it home to give St. Clair the lead.

Niagara fought back and play surged up and down both ends of the field. However, the game ended with Niagara forcing the play in the opposing end.

BOB SPENCER

## THE COUNCIL AND \$\$\$

It seems that the Student Council this year has decided to tighten up on expenses incurred at the college. Cutbacks have taken place towards the Winter Carnival, the Ski Club, and even the school newspaper Insight is in doubt as to how much it is going to receive.

The brunt of this item, however, is the fact that the Tennis

Team is going to receive absolutely nothing. This group has been practicing for four weeks, three hours a night on Tuesdays and Thursdays. They have paid their \$35.00 fee and are getting nothing for it. If Mr. Popluk is going to get a salary, surely it is not so great an amount that it cuts into school activities, OR IS IT?

SOCCER CONTINUED

## NIAGARA TROUNCHED 9-1

Led by the three-goalscorings performances of Jim Parks and Joe Bucalo, Mohawk College of Hamilton out-classed Niagara 9-1 in a O.C.A.A. league soccer game.

The game, played on Saturday, October 4, failed to draw many spectators from Niagara even though the match was played on Niagara's home field.

Niagara started the game with only nine men, two short of the usual number, Niagara was without the services of four of their regulars for this game.

Mohawk scored first when Ed Campbell kicked home a slow rolling ball. Niagara goalie Sieghart Stoll was forced out of position seconds before and watched helplessly as the ball rolled lazily into the lower right hand corner.

At the thirty-five minute mark Mohawk was awarded a penalty kick. A good chance to score was nullified when the ball sailed harmlessly over the cross bar.

The second goal for the Mountain City boys came when Jim Parks scored his first goal of the afternoon. Parks took a pass from the corner and headed the ball into the top of the net, giving Stoll no chance on the play.

Paul Gilmer of Niagara cut the margin to one goal with his second goal of the year in league play. The Mohawk goalie misjudged a ball kicked to him by Joe Ramonowski, allowing it to fall behind him. Persistent play by Gilmer paid off as Paul went around the fallen goalie and kicked the ball into the lower corner of the net.

The first half ended with Mohawk having a slim 2-1 lead.

The second half was by no means close as Mohawk scored seven unanswered goals.

Jim Parks scored his second goal early. Stoll dove for the ball, stopped it temporarily, but it fell away from him. Parks was left alone in front of the goal to kick the ball into the wide open net.

Niagara missed a golden opportunity five minutes later. During a scramble in front of

## HOCKEY

If Euchre was declared a Varsity Sport, I am sure Niagara would have the largest turn out of any other sport.

Only 32 players turned out last Monday to try out for the Varsity hockey team. One week later there were 20 players left. Some left on their own, some were asked to leave.

"Every position is open on this team," said coach MacLean.

The team will carry seventeen players and 2 goalies. There are 8 defenceman trying out for 5 spots, 6 left wings for 4 positions, 5 centres for 4, and 6 right wings for 4 places.

"I am looking for skaters," MacLean stated. At the first practice coach MacLean couldn't find skaters if his life depended on it. There was at least six inches of water on the ice. He could have found better life guards than hockey players.

The second practice was in the new arena. There was three inches of snow on it and snow shoes were the order of the day. At the third practice the first cuts were made. Four players were chosen leaving the number of players at 24. Wednesday's practice concentrated on skating and passing drills. Only one player was out. The first game is scheduled for November 15, so coach MacLean has until then to choose the team that will represent Niagara.

Tiny Fitzgerald.

the Mohawk goal, the ball came loose to Terry Cox, one of Niagara's harder workers. Without hesitating, Terry rifled the ball at the goal, only to have the goalie come up with a spectacular save. In one motion, he lifted the ball safely over the net, out of danger.

Loose defensive play by Niagara allowed Mohawk to up their margin. Instead of passing the ball forward, the Niagara defender kicked it back, enabling Parks to score his third successive goal with relative ease.

Mohawk scored their fifth goal when Al Anderson maneuvered around Bob Spence and drove a four-footer past Stoll to the far corner.

Marcel Maurice of Niagara, a tireless player throughout saved Mohawk's try for a sixth goal moments later. A high kick by a Mohawk attacker bounced off the cross bar. The ball fooled goalie Stoll and bounced twice just at the goal line. Maurice charged in and kicked the ball away just as a Mohawk forward arrived.

Five minutes later, however, Mohawk did come up with their

sixth goal. Joe Bucalo charged in and blasted a fifty-footer into the middle of the net past Stoll, who was screened on the play.

Stoll had no chance on the next goal as well. He dove for the ball on a kick from Bucalo but it sailed past his outstretched arms.

At the thirty-five minute mark, Mohawk was awarded a corner kick. From the ensuing scramble in front of the net, Jorge Sousa was allowed a clear shot at the goal and made no mistake, making the score 8-1 in favour of Mohawk.

Joe Bucalo finished the scoring for Mohawk by scoring his third of the day. His speed enabled him to charge by Marcel Maurice and take a shot on goal. Sieghart Stoll failed to react fast enough and again was forced to watch the ball drift into the cage.

For the third time this year, Niagara has kept pace with much better teams during the first

half. For the third time, Niagara has wilted in the second half under constant pressure.

With this loss, Niagara has a league mark on one win and two losses.

FRED BEDARD

a team, with not more than fifteen (15).

2. Each team wishing to enter must leave its manager or captain submit to me a list of its players and name before Monday, October 27th, at 3:00 p.m.

3. If you don't know a team which you can play, or if your class or section doesn't have enough players for a team, then come to see either myself or coach Rylander and we will make sure that you get placed on a team. The above applies to the Floor Hockey league as well.

While the Intramural Hockey League is being played at the arenas, the Intramural Floor Hockey League will be in operation in the gymnasium.

We will try not to have the same boys playing both ice hockey at the same time and dates, in order to allow you to play both intramural activities--BUT, to facilitate doing this, it is very important that you submit teams for both activities immediately.

So I encourage you to get involved as there will be much fun, excitement, competition, and rivalry ahead.

Thank you Coach MacLean.

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